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CWU Faculty Senate Minutes - 06/01/16

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REGULAR MEETING
Wednesday, June 1, 2016, 3:10 p.m.
BARGE 412
AGENDA

- I. ROLL CALL**
- II. CHANGES TO AND APPROVAL OF AGENDA**
- III. MOTION NO. 15-51: APPROVAL OF MINUTES** of May 2, 2016
- IV. COMMUNICATIONS**
- V. FACULTY ISSUES** *(10 Minutes)*
- VI. PRESIDENT:** *(10 Minutes)*
- VII. STUDENT REPORT** *(5 Minutes)*
- VIII. OLD BUSINESS**
- IX. REPORTS/ACTION ITEMS** *(30 Minutes)*

SENATE COMMITTEES:

Executive Committee

Motion No. 15-52: Election of 2016-17 Faculty Senate Chair-Elect – Nomination: Cody Stoddard

Motion No. 15-53: Recommends approval of the General Education Redesign process as outlined in Exhibit A.

Curriculum Committee

Motion No. 15-54: Recommends approval of Structures of Data Analytics for IT Managers Minor and Certificate Type A as outlined in Exhibit B.

Motion No. 15-55: Recommends approval of Educating Highly Capable Learners Minor as outlined in Exhibit C.

Motion No. 15-56: Recommends approval of the B.A. in Non-profit Organization Management as outlined in Exhibit D.

Motion No. 15-57: Recommends approval of the BS Business Administration: Personal Financial Planning Specialization as outlined in Exhibit E.

Motion No. 15-58: Recommends approval of the MA English: Online Professional and Creative Writing as outlined in Exhibit F.

Motion No. 15-59: Accept Curriculum Committee's recommendation to approve the BA Physics to continue to exceed the 75 credit limit as outlined in Exhibit G.

Motion No. 15-60: Recommends approval of the MS in Family and Child Life as outlined in Exhibit H.

Motion No. 15-61: Recommends changes to CWUP 5-50-010 Jurisdiction for Curriculum Matters as outlined in Exhibit I.

Motion No. 15-62: Recommends changes to CWUR 2-50-010 Jurisdiction for Curriculum Matters as outlined in Exhibit J.

Motion No. 15-63: Recommends changes to CWUP 5-50-020 Definition of Curriculum Terms as outlined in Exhibit K.

Motion No. 15-64: Recommends changes to CWUP 5-50-030 General Principles as outlined in Exhibit

L.

Motion No. 15-63: Recommends changes to CWUP 5-50-040 Curriculum Change as outlined in Exhibit M.

Motion No. 15-64: Recommends changes to 2-50-040 Curriculum Change as outlined in Exhibit N.

Motion No. 15-65: Recommends changes to 5-50-050 Catalog Copy as outlined in Exhibit O.

Motion No. 15-66: Recommends changes to 5-50-060 Curriculum Rules for Implementation as outlined in Exhibit P.

Motion No. 15-67: Recommends changes to CWUP 5-50-080 Teacher Certification Programs as outlined in Exhibit Q.

Academic Affairs Committee

Bylaws and Faculty Code

General Education Committee

Evaluation and Assessment Committee

Faculty Legislative Representative

CHAIR: *(5 Minutes)*

CHAIR-ELECT: *(1 Minute)*

X. NEW BUSINESS

XI. ADJOURNMENT

*****NEXT REGULAR SENATE MEETING: October 5, 2016***
BARGE 412**

Exhibit A

Draft Proposed Process for General Education Redesign at CWU

Prepatory

1) Establish General Education Redesign Team (*membership to be determined - your suggestions welcome*)

Distinguishing the General Education Committee & General Education Redesign Team: The General Education Task Force will complete its task by the end of this quarter, and we will issue a call to repopulate the General Education Committee in the Fall. This committee will continue to maintain the General Education "program" currently in effect. The General Education Redesign Team, we propose, will be tasked with the design of a new General Education program (see charges below).

Distinguishing General Education Redesign and the discussion about what it means to get a Baccalaureate at Central: These will be two different processes, but they should inform each other.

Charge

The General Education Redesign Team will be charged with the redesign of CWU's general education program, to include the following subset of charges:

1. Timeline: Draft timeline based on the essential milestones and noting potential budgetary requirements, with the possibility of completing steps 1-4 in one year. Circulate for faculty and administrator input, and put to senate vote.
2. Budget: Draft suggestions for incorporating budget considerations pertaining to the proposed Gen Ed program. Consider making adjustments to ABB allocations based on programmatic decisions. Circulate for faculty, administrator, BOT input, and put to senate vote.
3. Research and discuss different perspectives and aspects of general education programs. Select perspectives to include in the university-wide discussion.
4. Establish a General Education Redesign Website. Try to get this included as a pagelet on MyCWU. To be maintained by administrative support.
5. Prepare for and conduct General Education Summit and subsequent workshops.
6. Contract outside consultant from AAC&U to help provide guidance at different steps of the process, including design of the mechanics.
7. Establish subcommittees with cross-university involvement to work on aspects of the proposal.
8. Draft proposals (Program Outcomes, Framework, Framework Outcomes, and Populated Framework); carry out the formal opportunities for input from across the university CWUR 5-90-060 (always ensuring input from faculty, departments via senators and chairs, key administrators and staff, students, alumni, BOT). When soliciting input, give specific time frames and information about how a non-response by a drop-dead date will be considered (e.g. a non-response will count as consent/approval of x). Based on the input, finalize proposal to be presented and voted on by Faculty Senate. If approved by Faculty Senate the proposal will be submitted to the Faculty Senate Curriculum Committee for review as a program change.

The final product of the Team's work will be a proposal to the Faculty Senate of a General Education Curriculum built around well-defined Student Learner Outcomes, which links the General Education Program to what it means to get a Bachelor's degree from CWU, and includes a budget and staffing plan. The proposal must also address the needs of transfer students and online students.

Process for General Education Redesign

We propose the following steps toward General Education redesign at CWU. The outcome of each step will be disseminated to the whole university, via email and will be posted to the General Education Redesign Website.

1) Determine General Education Perspective for CWU

What? We propose that we begin our Gen Ed Redesign by having a university-wide discussion about different perspectives on Gen Ed, representing the range of focal points in discussions about general education nationally. (See Appendix A for a sample of what we mean by perspectives. This particular selection was used for a similar process at a different university.)

How? We propose to launch this with a General Education Summit for the university community, involving lunch with a plenary speaker, who hopefully will inspire us about Gen Ed, followed by small and large group discussion based on an adapted Town Hall Model that has been used for this purpose at other universities. Ideally, this should be a non-teaching day, with invites to all faculty, key administrators, key staff, and student representatives. We would try to provide a virtual option for anyone who cannot attend in person.

Goal: Consensus draft General Education perspective for CWU.

Preparation for Senate Vote: For final input from the university community, the draft consensus General Education perspective for CWU resulting from the Town Hall will be presented to various university groups (faculty, staff, administrator, students, alumni, and the BOT), and will be posted to the Gen Ed Redesign website. The team will summarize the input, and prepare a revised alternative perspective if necessary.

Senate Vote: The draft consensus General Education perspective for CWU, along with a summary of the input and possible revised alternative, will be submitted to Faculty Senate for vote (passes by super majority of 67%)

2) Generate General Education Program Outcomes & Assessments

What? The development of outcomes and assessments for the General Education program as a whole, based on the approved General Education perspective. (See Appendix B for an example of Program Outcomes and Assessments from a different college: Thinking and Reasoning; Communication; Integrative & Collaborative Learning, Problem Solving & Creative Practice. This is to give an idea of what these might look like, not because we are proposing any of these specific outcomes or assessments.)

How? We propose to do this by a combination of work by the Redesign Team, university-wide input through multiple mechanisms.

Goal: To draft CWU General Education Learner Outcomes & Assessments with majority consensus.

[The process might look something like this: a) Team: The General Education Redesign Team prepares a *draft* recommended set of General Education *program* outcomes & assessments. b) University: The university community is given formal opportunities for feedback on the draft (to include presentation to senate, a university and alumni wide survey, BOT input, a web based public forum, and small group discussions). c) Team: The Team collates the feedback, revises the outcomes based on the feedback, and disseminates the revised outcomes.]

Preparation for Senate Vote: The consensus draft CWU General Education Learner Outcomes & Assessments are disseminated to the university, and opportunities provided for university community feedback (faculty survey, student focus groups, student government, alumni, presentation to BOT). The Team adjusts consensus Program Outcomes & Assessments based on feedback

Senate Vote: The Team presents Program Outcomes & Assessments to Faculty Senate for vote (passes by super majority of 67%)

3) General Education Framework (model)ⁱ

What? Arrive at agreement on the General Education Framework for CWU, based on the approved General Education Perspective, and Program Outcomes & Assessments.

How? This will in part depend on the agreed upon perspective and outcomes, but will include the same kind of iterative process as above, where the Team is charged with establishing subcommittees to research different aspects of general education and identifying model programs (examples might include First Year Experience, models for encountering the program goals throughout the four years, Living and Learning Communities, Civic Engagement and Professionalism, Quantitative and Qualitative methods and analyses, Scientific and Social Scientific Reasoning, Creative and Performing

Arts, Cross-Cultural and Diversity Issues, Writing Program, Culminating Educational Experiences).

The team will provide draft frameworks as a starting point for feedback from various university constituents through multiple mechanisms. The process will include a daylong workshop, where small assigned groups work to suggest modifications, and then reconvene as a whole group to arrive at a majority consensus on a General Education Framework proposal.

Goal: To arrive at a majority consensus on a draft CWU General Education Framework proposal.

Preparation for Senate Vote: The consensus draft CWU General Education Framework proposal will be presented to every college Dean and every academic department. The Team will adjust the framework based on feedback from these meetings, and will give all the units and university wide community opportunity for feedback also on the revised framework.

Senate Vote: The Team presents the proposed CWU General Education framework to Faculty Senate for vote (passes by super majority of 67%)

4) Learner Outcomes & Assessment Strategies for the elements of the General Education Framework

To be elaborated depending on the kind of framework chosen, but, as above, to build on the preceding steps, and to include multiple opportunities for input in multiple formats - which will be presented to and discussed with the faculty, ADCO, president, provost, all deans, and passed by super majority senate vote.

5) General Education Curriculum: Populate the Framework

As above. To result in a coherent comprehensive package, including budget and staffing plan.

Exhibit B

Structures of Data Analytics for IT Managers Minor and Certificate Type A (see attached)

Exhibit C

Educating Highly Capable Learners Minor (see attached)

Exhibit D

BA Non-profit Organization Management (see attached)

Exhibit E

BS Business Administration, Personal Financial Planning Specialization (see attached)

Exhibit F

MS Family and Child Life (see attached)

Exhibit G

MA English: Online Professional and *Creative Writing* (see attached)

Exhibit H

BA Physics (over credit)

Exhibit I

CWUP 5-50-010 Jurisdiction for Curriculum Matters

(1) Academic Departments - Departments have the responsibility to develop specific courses and programs and to initiate course/program changes.

(2) Board of Trustees. The board approves all new program proposals after they have been completed internal review.

(3) ~~The Center for Teaching and Learning (CTL) teacher education executive council. The CTL reviews all programs and courses designed primarily to prepare individuals for service in the common schools, including early childhood education. Some but not all of these programs lead to recommendation by the university for certification in the state of Washington as either a teacher or an educational staff associate.~~

The teacher certification program is administered through CEPS and the teacher education executive council. The provost/vice president for academic and student life in collaboration with CEPS dean appoints faculty to serve on the teacher education advisory council (which advises the teacher education executive council on program policies).

(4) Faculty. The teaching faculty collectively is the major force governing the curriculum of the university.

(5) Faculty Senate - The faculty senate acts on recommendations made by the faculty senate curriculum committee (FSCC) for:-

a. All curriculum policies, including revisions to, CWUP 5-50, and policy recommendations from university committees and offices concerned with the curriculum (e.g., general education committee, ~~the center for teaching and learning~~teacher education executive council, graduate council, career services, registrar services, deans', associate provost's and provost's offices).

b. New programs, new minors, new certificates, or new specializations within existing programs.

c. Programs which exceed upper credit limits. Course additions to existing programs that extend the number of credits required beyond the upper limits previously approved by the faculty senate. Bachelor of Arts approved for 75 credits. Bachelor of Science approved for 110 credits.

d. Final approval for general education changes.

e. Faculty Senate is informed of program deletions.

(6) FSCC reports and makes recommendations to the faculty senate concerning the following:

a. The FSCC has supervisory authority to review and make recommendations on all curricular and program proposals presented to it for academic integrity and intellectual quality, the clarity of course and program descriptions, inclusion of student learning outcomes and assessment plan, ~~and programmatic goals and outcomes.~~

b. The committee screens curriculum proposals to assure their compliance with CWU Policies.

c. The FSCC screens department/program catalog information to ensure its clarity, accuracy, and compliance with CWU Policies.

d. The FSCC is responsible for keeping CWUP 5-50 up to date. It is approved by the faculty senate and ~~the provost/ vice president for academic and student life~~ the university policy advisory council (UPAC).

(7) General Education Committee - (See CWUP 5-100). The general education committee reports to the faculty senate and makes recommendations to the faculty senate on general education requirements.

(8) Graduate Council - The graduate council reviews all program proposals and revisions for graduate study and the dean for graduate studies reviews all course proposals or changes which are numbered 500 and above.

(9) Governance - Whenever questions of curriculum policy arise from curriculum proposals, the FSCC and the provost or the provost's designee should be consulted. Whenever questions or concerns of an administrative nature arise, the provost or provost's designee or appropriate deans should be consulted.

[07/2009; Responsibility: Faculty Senate; Authority: ~~Marilyn A. Levine~~Stephen Hulbert, Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 04-29-2014: Cabinet/UPAC; Review/Effective Date: 06/04/2014; Approved by: James L. Gaudino, President]

Exhibit J

CWUR 2-50-010 Jurisdiction for Curriculum Matters

(1) Changes to the general education requirements and the general education program follow the same process as any curriculum change. Final approval requires a majority vote of the faculty senate.

(2) Provost/Vice President for Academic and Student Life presents new minors, specializations, and certificates as informational items to the board of trustees.

(3) ~~The Center for Teaching and Learning (CTL) or i~~Interdisciplinary programs may initiate course/program changes in collaboration with the appropriate departments. The dean or designee, and if applicable, the college curriculum committee reviews curriculum proposals before they are submitted to the FSCC for review and, if applicable, final approval by the faculty senate.

[Responsibility: Faculty Senate; Authority: ~~Marilyn A. Levine~~Stephen Hulbert, Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 04/29/2014: Cabinet/UPAC; Review/Effective Date: 06/04/2014; Approved by: James L. Gaudino, President]

Exhibit K

CWUP 5-50-020 Definition of Curriculum Terms

(1) Certificate programs are courses of study that normally require less than 25% of the credits required for a degree program at the same level. Certificate programs may not exceed 44 credits. Certificate programs are specialized career programs, often geared for admission to licensing or career entrance tests, and results in a certificate. Certificate programs may also be noncredit.

(2) A cross-listed course is a course that may be offered by two or more programs or within the same program. Cross-listed courses must bear the identical course outcomes, description, credit, title, and numbering; only the prefix will be different. The following statement must be added to the course description: "(BUS XXX) and (ENG XXX) are cross-listed courses; a student may not receive credit for both." If one of a given cross-listed course is offered in a quarter, the other will also be offered.

(3) Curriculum refers to individual courses and academic degree programs offered by the university. An academic degree program is a combination of courses (major, minor) related to a common theme, all of which contribute to a common purpose and lead to a specific goal which results in receiving a degree.

(4) Degree means a title or rank awarded by a college or university to a student who has successfully completed a required course of study (e.g., bachelor's or master's or specialist).

(5) Degree program means a set of educational requirements, identified jointly by the department or other degree-granting unit and the college or university, which leads to a degree. Baccalaureate program requirements involve a combination of general education courses, courses in the major field of study, and elective courses. Graduate program requirements involve intensive study in the major field, preparation in the use and conduct of research, and/or a field or internship experience; professional programs generally prepare individuals for professional fields (e.g., law, medicine).

(6) Degree title means a full designation of the degree including level (e.g., bachelor, master), type (e.g., arts, applied science, science, education, fine arts), and major (e.g., mathematics, music, history). These distinctions are illustrated below. For the activities outlined in these guidelines, these definitions of a degree title will be used.

DEFINITION OF DEGREE TITLE

Degree Designation	Level	Type	Major
B.A. English	Bachelor	Arts	English
B.S. Business Administration	Bachelor	Science	Business Administration
B.F.A. Graphic Arts	Bachelor	Fine Arts	Graphic Arts
B.A.S. Information Technology & Administrative Mgmt	Bachelor	Applied Science	Information Technology & Administrative Management
M. MUS	Master	Music	Music
M.Ed. Master Teacher	Master	Education	Master Teacher
Ed.S. School Psychology	Specialist	Education	School Psychology

(7) A layered course is one that has different number designations for students at different levels taking the same course.

Courses are graduate/undergraduate courses. The higher-level course will have additional outcomes or course requirements. ~~In all cases, the course levels for layered courses can differ by no more than 100~~ (e.g. 400/500 for a layered undergraduate/graduate course).

~~(A)(A)~~ Graduate students in graduate/undergraduate layered courses, must take the course at the 500 level or higher. Such courses provide faculty the opportunity to augment course material with graduate-level content and outcomes in a way that meets the intellectual rigor graduate students need and enhances the teaching of upper-division undergraduates.

~~(B)(B)~~ In all cases, distinctions expected between these corresponding levels typically focus on differences in content and assessment stemming from each program's specific education objectives. In general these distinctions require a greater depth of student involvement and increased demands on student intellectual or creative capacities than would be expected at the lower level.

The distinctions must be clearly identified in the content and assessment methods outlined in each course syllabus, as well as new course proposal forms. Examples of potential content differences include, but are not limited to: additional readings or additional writing expectations, additional laboratory, field, performance or studio work. Examples of assessment distinctions include, but are not limited to: different grading scales and assessment of additional work.

The following statement must be added to the course description: "(MUS-~~XXX4XX~~) and (MUS-~~XXX5XX~~) are layered courses; a student may not receive credit for both."

Both layered courses do not have to be offered at the same time.

(8) The major forms the basis for granting of a baccalaureate degree. It is a coherent, in-depth program of study in a particular discipline or disciplines wherein the student will develop and demonstrate an increasing awareness of both the possibilities and the limits of the major program of study. Majors are designed to provide a mastery of the content, insights, skills and techniques appropriate to an undergraduate education in a particular body of knowledge. Majors will consist of courses that are often sequential, leading to advanced study in the discipline(s). A major will consist of a minimum of 45 credits. A 45 to 59 credit major requires completion of a minor and/or second major, in which case the total credits of the major and minor/2nd major must total at least 60 credits. (Refer to CWUP 5-50-010(5) for upper credit limit.)

(9) A minor is a coherent program of study in a particular discipline that provides an area that complements or supplements the student's major. A minor will consist of a minimum of 20 credits and a maximum of 44 credits.

(10) New degree program is a proposed degree program which differs from any other offered by the proposing department or unit in one or more of the three degree title specifications (level, type, or major). A program leading to a new degree (as defined above), even if constituted entirely of existing courses, requires review and approval. ~~Though a program may not be new to the institution, if it is to be offered at a new location, it will be considered a new degree program to that location and requires approval.~~

(11) Shared Core: A shared core is defined as a group of courses shared by all specializations within a major or programs within a department/college. Shared cores consist of no fewer than 25 credits for an undergraduate program or 15 credits for a graduate program.

(12) A specialization is a coherent, focused subfield within a degree program. A specialization can be distinguished from a new degree in that the full designation of the degree title – including level, type and major – does not change when a new specialization is added. ~~Specializations in an undergraduate major must share a core, defined as a group of courses shared by all specializations within a major, which consists of no fewer than 25 credits for an undergraduate program or 15 credits for a graduate program.~~ The courses constituting the specialization must consist of no fewer than 20 credits for an undergraduate program or 15 credits for a graduate program.

Programs may offer options in satisfying core course requirements as long as they provide evidence that the options have equivalent student learner outcomes.

(1312) Student Learning Outcomes are statements of what a learner should be able to know or do, after the successful completion of a program and/or a course. Outcomes focus on the ends rather than means, describe product rather than process, and reflect terminal performance rather than course content. The outcomes are what the department wants each student to achieve each time the course is offered regardless of who the teacher may be. For assessment purposes, learning outcomes should be stated in observable or measurable terms.

(1413) The FSCC and the CWUP manual recognize only the following types of programs:

Majors

Specializations

Minors

Certificates (Types A-GD)

(15) The terms option, emphasis, concentration, endorsement and track are not program distinctions recognized or defined by the CWUP manual and such designations do not appear on transcripts or diplomas.

[07/2009; Responsibility: Faculty Senate; Authority: ~~Marilyn A. Levin~~ Stephen Hulbert-e, Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 04-29-2014: Cabinet/UPAC; Review/Effective Date: 06/04/2014; Approved by: James L. Gaudino, President]

Exhibit L

CWUP 5-50-030 General Principles

(1) Curriculum Approval Effective Date. The electronic catalog is the official compilation for all curriculum. The electronic catalog will become available at the end of spring quarter of each year. New degree programs become effective when they have been approved by the Northwest Commission on Colleges and Universities. Program and general education requirement changes will become effective in the fall quarter following publication in the official electronic catalog. Course changes, not affecting program requirements, become effective when they have been approved by the FSCC. New specializations, minors, and certificates become effective when approved by the faculty senate. (Reference CWUP 5-50-040).

(2) Curriculum Approval Deadline. The final deadline for inclusion in the catalog will be established by the provost or the provost's designee in consultation with the provost's council and the FSCC. Specific dates for submission and approval will be established jointly by the registrar, the provost's council, the FSCC, and the executive committee of the faculty senate. The curriculum approval deadline will be made public to department chairs. In order for changes to be incorporated into the official electronic catalog for fall, changes must be submitted to the FSCC by the published deadline.

(3) Curriculum Changes. All course and program changes, additions, and deletions are considered in terms of their relation to the academic mission of the university, college, department, program and their adherence to the CWUP policies as outlined in this document. All curriculum changes are evaluated for needless duplication and potentially deleterious effects on other programs.

[Curriculum proposals are the official process for all curriculum additions, deletions, and changes.](#)

(4) Internal Program Approval Process. Proposals to add new degree programs are subject to review by the faculty senate, the provost/ vice president for academic and student life, and the board of trustees prior to submission for approval to the Northwest Commission on Colleges and Universities. A change in level (e.g., bachelors to masters or masters to [bachelors](#) degree) or type of degree (e.g., B.A., B.S., B.F.A.) is defined as a new degree program or a moderate degree change.

(5) Program Change. At least two years prior to any course or other programmatic alterations impacting any of the state-wide transfer and articulation agreements the department proposing the alteration will inform the and the Central Washington University's institutional representative to the Joint Transfer Committee (JTC). The representative is responsible for reporting this information to the JTC and Registrar Services.

(6) Northwest Commission on Colleges and Universities (NWCCU) Approval Process.

NWCCU must be informed in writing of new degree or certificate programs or if an existing program will be offered in a new location. Additional information may be required. The Associate Provost provides NWCCU with an annual report.

[Responsibility: Faculty Senate; Authority: [Stephen Hulbert](#), Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 04-29-2014; Cabinet/UPAC; Review/Effective Date: 06/04/2014; Approved by: James L. Gaudino, President]

Exhibit M

CWUP 5-50-040 Curriculum Change

The official process for curriculum (new or updated) will be the electronic curriculum process called Curriculog. The approval submission process begins at the program or department level, with the approval of a majority of the full-time faculty of the department. The FSCC only considers proposals ~~on completed curriculum change forms~~ launched using Curriculog. Specific guidelines are provided on the ~~forms-proposals~~ for each type of curriculum change (See CWUR 2-50-040 for specific procedures).

[07/2009; Responsibility: Faculty Senate; Authority: ~~Marilyn A. Levine~~ Stephen Hulbert, Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 04-29-2014: Cabinet/UPAC; Review/Effective Date: 06/04/2014; Approved by: James L. Gaudino, President]

Exhibit N

CWUR 2-50-040 Curriculum Change

(1) Initiation of General Education Requirement Changes. Individuals proposing general education curriculum, will submit a completed general education rationale ~~form-proposal through~~ Curriculog to the general education committee (process will go through normal approvals). After the general education committee acts on the proposal and, if approved, the chair of the general education committee completes a program change ~~form-proposal~~ and submits it through Curriculog ~~sends it to~~ the FSCC chair.

If a proposed addition is a new course or an existing course with changes, the initial approval for the individual course first rests with the faculty senate curriculum committee. After the course has been approved, the originating department attaches the general education rationale ~~form-proposal~~ and description of the proposed change to the general education committee. After the general education committee acts on the proposal and, if approved, the chair of the general education committee ~~completes-submits a~~ general education program change ~~form-proposal~~ and sends-submits it through Curriculog it to the FSCC chair.

The FSCC lists the general education program change in the curriculum summary log. The academic community has two weeks to respond to the curriculum summary log. Following the two weeks, the FSCC acts on the proposal, the chair adds a memo documenting curriculum committee action, and he/she sends it to the general education committee chair to be placed on the faculty senate agenda for action. The faculty senate chair then submits the faculty senate action to the provost.

(2) Timeline.

~~(a)~~(A) Provided that proposals do not require clarification and revision, they should proceed through the process without delay in one quarter or less. Extended time may be needed for proposals which must be reviewed by CTL teacher education executive council, the general education committee, graduate council, the faculty senate, and the BOT. The originator has the responsibility to track the progress of the curriculum movement through Curriculog. Curriculum ~~forms~~ proposals should not remain in any campus office more than 10 working days.

~~(b)~~B) Proposals should follow the catalog deadlines posted by the FSCC for the next academic year.

(3) Review Process. The process must include checks for (a) consistency of course/program with department goals, (b) academic integrity, (c) clarity of student learning outcomes and assessment plans, and (d) availability of sufficient funds. ~~Deans begin the review process.~~ New degree programs are forwarded to the associate provost for review of completeness according to NWCCU requirements. If additional information is required, the proposal will be returned to the dean. If the proposal is complete and ready to submit, the department will launch the new program through Curriculog and will follow appropriate approval steps. it is All curriculum proposals are forwarded to registrar services. All other curriculum proposals are forwarded by the dean directly to registrar services. The proposals are checked for availability of course number, clarity and accuracy of course description, title, credits, cross listings, and arithmetic. If errors have been identified the proposals are returned to the ~~dean and the dean's office in turn contacts the department originator~~ to make corrections or additions. When appropriate, registrar services send the proposal to CTL teacher education executive council and/or to the graduate office. Upon approval by the graduate office and/or ~~CTL teacher education executive council~~, the proposal is sent to the associate provost's office. The associate provost's office prepares a curriculum summary log and/or an agenda for review by the FSCC, and Once reviewed, the log/agenda is distributed electronically to the academic community before action by the FSCC and/or the faculty senate. New degree program proposals are reviewed by the board of trustees. Rejected proposals will be returned to the originator ~~dean~~ with an explanation.

(4) Any member of the academic community can request a hold on FSCC action by submitting a completed hold petition form.

The hold petition form requires a justification for the hold, a list of the affected department(s), and written, dated proof of notification of the affected department(s) and dean(s). The form must be submitted to the academic planning office by the Monday prior to the next FSCC meeting.

The party originating the hold must notify the affected department(s) of the justification for the hold. A memo of resolution must be submitted to the FSCC within two weeks after the hold has been recorded. If a resolution has not taken place, a representative for the department(s) involved will appear before the FSCC for a decision at the next scheduled FSCC meeting.

(5) Curriculum summary logs/agendas, which are compiled in the associate provost's office, will be used to notify the academic community.

(6) Items appearing on the curriculum summary log (except those requiring approval by the faculty senate) will be approved automatically on the proposed approval date unless a completed hold petition has been received according to 2-50-040(4). The proposed approval date, assigned in the provost's office, is the date of the FSCC meeting immediately following the day the committee first reviews the log (notification date on the log). The time between the notification date and the proposed approval date will be at least two weeks. If concerns are raised, approval may be delayed while the curriculum committee contacts the originator of the proposal and concerned departments.

(7) Emergency Approval Process. A curriculum proposal received during the summer for fall quarter that has been approved by the appropriate agencies (e.g., CTL teacher education executive council, graduate studies, international studies, etc.) AND does not affect any major, minor, specialization, certificate or general education AND has an explanation of the need for an emergency approval, will be considered by the FSCC. The members of the FSCC will receive email notification from the academic planning office associate registrar and ~~a scanned copy of the~~ Curriculog proposal. Available committee members will review the proposal and return a vote to approve or disapprove to the faculty senate office. A minimum of three votes must be received. If the proposal is approved notification

will be sent to the department and registrar services. The proposal will be ratified at the first official FSCC committee meeting in the fall.

(8) Implementation. Curriculum changes will be implemented by registrar services as follows:

1. New programs will be implemented upon approval by the BOT and NWCCU.
2. Changes to existing programs, and general education requirements will be implemented in the fall quarter following publication in the official electronic catalog.
3. Individual course changes will be implemented upon approval. Once registration has begun, course changes involving prefix, number, title, credit, pre-requisites, and/or grade options will be activated the subsequent quarter unless a later period is specified.
4. New courses will be implemented upon approval by the FSCC.
5. New specializations, minors, and certificates will be implemented upon approval by the faculty senate.
6. Curriculum policy changes shall not be applied retroactively.

*[Responsibility: Faculty Senate; Authority: ~~Marilyn A. Levine~~ Stephen Hulbert, Provost/VP for Academic & Student Life;
Reviewed/Endorsed by Provost's Council*

Exhibit O

CWUP 5-50-050 Catalog Copy

Catalog copy for departments and programs is approved by the FSCC. Changes to catalog narratives, in terms of admission requirements, special requirements, program fees or financial obligations, require a catalog narrative form and FSCC approval. All changes will be effective in the fall term following publication in the official electronic catalog (OEC). [All curriculum will be imported to the OEC from Curriculog.](#)

Narrative changes consisting of faculty/staff names, location and general department information can be changed in the current OEC upon request of the department chair.

[07/2009; Responsibility: Faculty Senate; Authority: ~~Marilyn A. Levine~~ Stephen Hulbert, Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 04-29-2014: Cabinet/UPAC; Review/Effective Date: 06/04/2014; Approved by: James L. Gaudino, President]

Exhibit P

CWUP 5-50-060 Curriculum Rules for Implementation

(1) Cooperative Education

Cooperative education (X90) is an individualized contracted field experience where the student is actively engaged in hands-on learning with business, industry, government, or social service agencies. This contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination.

(2) Credit Hour Allocation to Courses

Credit Hour Allocation to Courses - Academic credit provides the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, distance, correspondence, and competency-based education.

(A) Traditional, Seat-Time-Based Courses - A minimum of one class work hour (approximately 50-60 minutes of instruction) and an additional two hours of out-of-class student work each week for one credit hour during a 10-week quarter. If the learning experience is offered in a different time frame (e.g., six-week summer session), the student time required to complete the course should reasonably approximate 30 hours of combined direct instruction and student work per credit. If direct instruction is not the principal mode of learning for an academic experience (e.g., laboratory courses, , studio work, some on-line courses), the student time required to complete the course should reasonably approximate 30 hours of student work per credit.

(B) Hybrid or Online Courses - The credit hours awarded for a given course or academic experience must be reasonably equivalent to the standard of 3 hours of combined classroom instruction and student work per credit hour for a 10 week quarter. These hours may consist of course activities including, but not limited to:

- Face-to-face course meetings
- Virtual course meetings or student-instructor and student-student interactions
- Time to read/view assigned texts or other assigned materials
- Experiential learning activities consistent with the learning objectives of the course
- Synthesis/processing/reflection time and activities (may be used for writing or production of creative work which may take many forms including but not limited to journals, formal papers, projects, blogs, art, music, etc.)

(C) Alternative Outcome-Based Courses - Credit may be awarded for an amount of learning equivalent to learning in a seat-time-based course as documented by student attainment of learning outcomes as verified by assessment of student achievement by the appropriate academic department. Students completing competency-based courses would be awarded the same credit equivalent to learning in the same seat-time-based course.

(3) Graduate Courses (initial digits 5XX, 6XX, 7XX)

(A) Graduate Enrollment - Graduate courses numbered 501 and above are generally restricted to students who have a bachelor's degree and who have formally been admitted to a graduate program of the university. Competitive admission may be required for some programs.

(B) Undergraduate Enrollment - Seniors may enroll in graduate courses with the permission of the instructor and the department chair. Credit earned by seniors may meet either undergraduate or graduate program requirements, but not both. If the credit earned by a senior is to be applied to a graduate program, approval must be obtained from the dean of graduate studies and research.

(C) Curricular Criteria - Graduate curricula are usually more specialized than undergraduate curricula, focusing on a few academic or applied areas. Introductory courses and courses that can be approached by a student without extensive preparation are not appropriate to the graduate level.

(4) Individual Study Courses

Individual study courses (X96) are those that include study of specific topics that are not offered as existing courses. The individual study course may be repeated for credit.

(5) International Study Courses

University-sponsored international courses and programs must meet the same academic criteria as would be required of similar programs on the home campus.

(6) Lower and Upper-Division Courses (initial digit 1XX, 2XX, 3XX, 4XX)

(A) Lower-division courses (1XX and 2XX) are general introductions to a field of study. They are normally open to all students, not just those majoring in the field.

(B) Upper-division courses (3XX and 4XX) are more specific than lower-division courses and may require prerequisites.

(7) Master's Thesis, Project Study and/or Examination

Master's thesis, project study and/or examination (700) courses will have the following catalog description:

DEPT 700: Master's Thesis, Project Study and/or Examination (1-6). Prerequisite, permission of chair of student's graduate faculty supervisory committee. Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/or examination. Grade will be S/U. May be repeated for up to six credits.

(8) Office of Continuing Education - Credit Offerings

(A) At least one of the following conditions must be met in order for a credit course or program to be offered through the office of continuing education:

1. The course/program must be -a test of new and emerging markets which may involve any or all of the following: A new academic course or program; A new location; A new audience of students; A new technology for delivery.
2. An offering which increases access and falls outside the limits of state supported university offerings for the main campus and university centers as determined each year by the provost/vice president for academic and student life.
3. A professional development (500) course as defined in CWUP 5-50-020.
 - a. The course/program must be taught by a member of the university faculty or a person approved by the appropriate department following the provisions of the faculty code for the appointment of faculty.
 - b. Students should have available the appropriate library materials, laboratories, special equipment and other facilities the course may require.

(B) The provost/vice president for academic and student life or designee has authority to approve credit courses, programs or certificates offered through the office of continuing education. New courses for credit, new degree programs and new credit bearing certificate programs need to follow established internal and external approval process.

(9) Office of Continuing Education - Noncredit Offerings

(A) As part of the continuing education of the general public, the university offers opportunities for learning which do not carry academic credit. Conferences, workshops, institutes, seminars, symposia, short courses and similar learning activities are offered to individuals for professional development, learning new skills or general information.

(B) The subject matter (content) of noncredit offerings must be consistent with the university mission and should reflect the general nature of the institution. They must not duplicate or compete for enrollment with credit bearing courses. The office of continuing education will collaborate with appropriate colleges, departments and university staff units as needed where potential duplication or competition is identified. Non-credit courses and non-credit certificates offered through the office of continuing education may be provided in-state, out-of-state or out-of-country with approval of the provost or designee.

(C) Prior to scheduling a noncredit offering, an appropriate academic department or faculty member must be consulted for input on appropriateness of the offering, credentials of instructor (if not CWU faculty), suggestions on evaluation and other recommendations to insure overall quality.

(10) Prerequisites, co-requisites, other qualifications

(A) Prerequisites are courses or other requirements that are verifiable in PeopleSoft and (such as major status, etc.) required prior to enrollment in a course- (such as major status, grade requirement).

(B) Co-requisite courses are those that must be taken at the same time.

(C) Other qualifications may include but are not limited to:

~~1. Major status.~~

~~2. Specific minimum credits in the discipline.~~

~~3. Specific minimum college credits.~~

41. Permission of the instructor or department (using permission will override other pre/co-requisites).

2. Fingerprint clearance.

3. Specific age requirements.

(11) Equivalent courses typically carry the same credit load, but may differ in title, catalog number, and/or prefix. The following statement must be added to the course description: ~~{MKT 360-3XX and MKT-362-3xx are equivalent courses; a student may not receive credit for both or ADMT/IT/RMT 493B are equivalent courses; a student may only receive credit for one.~~ Equivalent courses do not have to be offered the same term.

(12) Professional Development Courses

(A) Professional Development courses will have the following catalog description:

DEPT 500: Professional Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. Usually graded S/U.

(B) The course may be offered for a period of five years. There is no limit on the number of times such a course may be offered during the five year period. After the five year period, the course must be resubmitted. The office of continuing education will notify the appropriate department annually of expiring professional development courses.

(13) Reserve Courses and Programs

(A) Courses are put on reserve when they are not regularly scheduled course offerings or have not been taught for three years. Reasons for placing courses on reserve could include temporary staffing changes, anticipated accreditation changes, etc.

(B) Programs are put on reserve when the curriculum becomes obsolete; student admission to the program has dropped, lack of teaching faculty/staff, or is no longer feasible to teach.

1. Programs will stay on reserve for three years before being permanently deleted.

2. A department may request that a program be taken off reserve within the first three years by submitting a program change program reactivate form reserve proposal to the FSCC. Changes to the reactivated program should be submitted using the program and/or narrative change proposal in Curriculumlog.

(14) Course Accessibility

To be in compliance with the Americans With Disabilities Act (ADA) Accommodative Policy, learning outcomes must be explicitly stated and must specify "essential elements" for ADA purposes and specific measures for assessment.

Such elements may be attendance, participation, quizzes, papers, presentations, and projects. The student learning outcomes specify a body of knowledge that the department wants taught each time a course is offered regardless of who the teacher may be. The educational processes that will be used in evaluating students, which may vary with different instructors, need to be separate from the essential elements.

(15) Workshops, Special Topics, Seminars

(A) Workshops (X91) are non-lecture courses which require students to research, develop, present, and discuss projects and ideas. No more than eight credits can be applied to a master's program. Usually graded S/U.

(B) Special Topics (X98) are courses offered on a trial basis and must meet standards applied to regular courses.

(C) Seminars (X99) are courses in which students meet to report on and discuss research.

[Responsibility: Faculty Senate; Authority: Stephen Hulbert, Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 07/14/2015; Cabinet/UPAC; Review/Effective Date: 10/07/2015; Approved by: James L. Gaudino, President]

Exhibit Q

CWUP 5-50-080 Teacher Certification Programs

The ~~Center for Teaching and Learning (CTL)~~ Teacher Certification Program is administered through CEPS and the ~~teacher education executive council~~. The provost/vice president for academic and student life in collaboration with the CEPS dean appoints faculty to ~~serve on the teacher education advisory council, which advises the teacher education executive council on program policies~~. ~~Teacher education executive council~~ oversees all teacher certification programs. All programs leading to a teaching certificate and endorsements must meet current Washington State requirements. Additionally, all teacher preparation majors and minors must conform to the credit requirements appropriate for the degree ~~offered (see CWUP 5-50-110)~~. Programs leading to teaching certification require the ~~p~~Professional ~~e~~Education ~~p~~Program in addition to the endorsement program.

(1) Specific Teaching Programs

Endorsements in content specific areas (e.g., English/Language Arts, History, and Physics) are the responsibility of the content specific departments (e.g., English, History, and Physics Departments respectively).

(2) Teaching Endorsement Programs

Endorsements in such areas as Bilingual, Early Childhood, Elementary, English as a Second Language, Reading, and Special Education are the responsibility of the ~~appropriate respective~~ department within the College of Education and Professional Studies.

[07/2009; Responsibility: Faculty Senate; Authority: ~~Marilyn A. Lovino~~, ~~Stephen Hulbert~~ Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 04-29-2014: Cabinet/UPAC; Review/Effective Date: 06/04/2014; Approved by: James L. Gaudino, President]
